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| VISION: **Articulation of the guiding principles that ground the state’s education reform agenda, including goals for student success across the education pipeline, from early childhood to post-secondary** | | | |
| key questions:   * To what extent do the leaders of the ISLS team agree to the vision, and how are they working collectively to achieve the vision? * To what extent does the state have a common guiding vision for the state’s education agenda? * How does the vision address the state’s biggest performance challenges? | | * In what ways does the vision capture future education system aspirations? * To what extent is stakeholder agreement and commitment to the vision consistent throughout the state? * How do the CCSS help the state reach its vision? * Who is responsible for ensuring the continued commitment to the vision? * How is the vision being communicated both internally and externally? | |
| POLICY ALIGNMENT: C**reation or adaptation of policies and systems that directly support implementation of CCSS in an aligned way**  components:   * Teacher and principal preparation * Teacher and principal support * Accountability * Assessments * K12 and higher education alignment * ECE and K12 alignment   key questions:   * To what extent does a clear outline of all the necessary decision points in each policy component area exist? * Which barriers, laws, or regulations are prohibitive of the state successfully implementing the CCSS in each of the policy component areas? To what extent have those issues been addressed? * To what extent do the proposed policy changes connect back to the vision? * To what extent do structures exist for state leaders to communicate policy changes both internally and externally? | SYSTEM RESOURCES: **Development of tools, routines, systems, and infrastructure to support CCSS implementation system wide**  components:   * Fiscal policy * Capacity * Technology   key questions:   * To what extent do structures exist to support execution of planned changes in each component area? * To what extent are the state and districts engaging in collective work in each component area to support implementation? * To what extent has the state addressed gaps in system resources in each component area? | | COMMUNICATION: **Development of a communications plan to coordinate messaging, build knowledge of CCSS, and keep all stakeholders apprised of upcoming changes**  components:   * Internal communication * External communication   key questions:   * To what extent have state leaders developed common language around the CCSS? * How is the state tailoring messages to specific audiences? * How do state leaders leverage technology and media to communicate internally and externally? * To what extent does the state have an agreed upon internal communications plan and an agreed upon external communications plan? * To what extent has the state worked to get external groups involved in executing upon that plan? * To what extent do feedback systems exist to gauge the effectiveness of internal and external communication? |
| PERFORMANCE MANAGEMENT: **Coordination of** **routines around monitoring** | | | |
| components:   * Plan and timeline * Monitoring | key questions:   * To what extent has the state established and articulated a coordinated plan for monitoring implementation that accounts for key decision points, a timeline, and specific roles? | | * To what extent does the plan establish benchmarks that are tied to state goals and can be monitored over time? * To what extent do systems exist for collecting feedback from the field to give state leaders a clear view of how implementation is going, benchmarked against milestones? |